



# 45 Day Check-in

GO Team Meeting #3



# Agenda

CIP-45 Day Check-in

School Strategic Plan

Discussion on Strategic Plan and progress

Updates for Strategic Plan (*as necessary*)

# Timeline for GO Teams

You are **HERE**



1

## **Fall 2021**

GO Team Developed  
2021-2025 Strategic  
Plan

2

## **Summer 2022**

School Leadership  
completed Needs  
Assessment and defined  
overarching needs for  
SY22-23

3

## **August 2022**

School Leadership  
completed 2022-2023  
Continuous  
Improvement Plan

4

## **Sept. - Dec. 2022**

Utilizing current data,  
the **GO Team** will review  
& possibly update the  
school strategic  
priorities and plan

5

## **Before Winter Break**

**GO Team** will take  
action (vote) on the  
school's strategic plan  
and vote on the ranked  
strategic plan priorities  
for SY23-24 budget  
discussions.



# Quarterly CIP Check-in

As part of the Continuous Improvement process, all APS schools are completing a quarterly check-in for the Continuous Improvement Plans.

## Questions to Consider

- Based on our year long CIP plan, what are the actions that the school has already completed?
- What data supports the completion of an action step and success criteria (both implementation and student achievement)?

Our Overarching Needs		
LITERACY: Literacy: The number of students in meets and exceeds for ELA Milestones decreased from 2019 as a whole and for all subgroups except multi-racial.	NUMERACY: Numeracy: The number of students who meet and exceed for math Milestones decreased from 2019, as a whole and for all subgroups.	WHOLE CHILD & STUDENT SUPPORT: Students would feel safe and "seen" at school.

SMART Goals (Elementary/Middle School)		
Percentage of students scoring at proficient and above on Milestones will increase from 47% to 50%.	Percentage of students scoring at proficient and above on Milestones will increase from 43% to 46%.	At least 85% of students and parents will report that they feel safe at school according to the GA School Climate Survey and at least 90% of students will report that there is one adult at school who will help them if they need it.

SMART Goals (High School)		

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CIP Goal #1 Strategy:**Structure PLCs for greater efficiency and instructional intentionality**

Action Step	Person/Position Responsible	Timeline of Implementation	Evidence and Artifacts	Funding Source	APS 5
Provide year-long training about PLC facilitation for grade-level chairs and faculty	Waller	August – March	Contract with consultant	Professional Learning	Whole Child
Add data meetings after test administration for data analysis	Harrell	August – April	Weekly Data Collection Tool	NA	Curriculum & Instruction
Observe the implementation of data and PLC meetings and provide coaching feedback for PLC chairs	Admin Team	August – March	Bi-weekly Observations	NA	Curriculum & Instruction
Attend IB Training (for principal) on managing and leading teams	Waller & IB Coordinator	October 2022	Handouts	IB Professional Learning	Curriculum & Instruction
Allow 90 minutes of common planning weekly in master schedule	Admin Team	August - May	Master Schedule	NA	Data
Schedule meeting three times a month for IB planner integration for specials teachers	Chartier, IB Coordinator, Waller	August – May	IB Planner with Specials connections	NA	Data

**Additional Action Steps required for subgroup populations**

Action Step	Person/Position Responsible	Timeline of Implementation	Evidence and Artifacts	Funding Source	APS 5
Include targeted ESOL and SpED teachers in PLC meetings to align with support and plan for differentiation	Lewis, Woods, admin team	August - March	Lesson Plans/Meeting Minutes	NA	Data
Schedule monthly data meetings and targeted interventions for MTSS Tier 2 students	Greeson	August – May	MTSS meeting minutes	NA	Data



## CIP Goal #2 Strategy:

## Plan for differentiated small groups in both reading and math

Action Step	Person/Position Responsible	Timeline of Implementation	Evidence and Artifacts	Funding Source	APS 5
Focus on guided reading for ELA; district-led training for guided reading for teachers	Admin Team	August - May	Training materials	NA	Data / C&I
Require small-group action plans for math differentiation	Coach/Harrell	August - May	Action Plan template	NA	Personalized Learning
Observe classrooms to focus on small groups	Admin Team	August - May	Google Forms	NA	C&I / Data
Utilize WIN groups for extensions of unit plans and interventions of skills	Admin Team	August - May	HMH and intervention platform usage Reports	NA	Personalized Learning
Dedicate PLC time for writing small group plans	PLC Chairs	August - May	Meeting agenda and minutes	NA	C&I

## Additional Action Steps required for subgroup populations

Action Step	Person/Position Responsible	Timeline of Implementation	Evidence and Artifacts	Funding Source	APS 5
Require small-group action plans for resource Special Education math blocks	SELT / SpEd teachers	August - May	Lesson Plans	NA	Personalized Learning
Require small-group guided reading groups for ESOL resource blocks	ESOL Teachers	August - May	Lesson Plans	NA	Personalized Learning
Complete Choice Board of extensions for each IB planner	Master Teacher / IB Coord.	August - May	Choice Boards of extension for IB units	NA	Personalized Learning



## CIP Goal #3 Strategy:

## Involve students in Goal Setting and parent conferences

Action Step	Person/Position Responsible	Timeline of Implementation	Evidence and Artifacts	Funding Source	APS 5
Require a minimum of two parent student teacher conferences per year.	All Homeroom Teachers	One meeting in the fall Student-led data conference in spring	Student data and goal setting folders Parent Contact Log in IC Teacher Parent Conference Notes	NA	Data Whole Child and Intervention
Use individual data and goal setting folders to track performance on grade level assessments.	All Homeroom Teachers	Initial folder created by 8/31/22	Student data and goal setting folders PLC Meeting Minutes	NA	Data Whole Child and Intervention Personalized Learning
Guide students to complete goal setting multiple times throughout the year using MAP and other available data.	All Homeroom Teachers	At minimum: August, December, March	Student data and goal setting folders SEL Meeting Guide for Teachers re: Goal Setting MAP Goal Setting Templates for Students	NA	Data Whole Child and Intervention Personalized Learning
Provide student incentive for meeting MAP goals at each semester	Admin Team	Twice yearly, after each MAP administration	Photos	Student Incentive Account	Whole Child

## Additional Action Steps required for subgroup populations

Action Step	Person/Position Responsible	Timeline of Implementation	Evidence and Artifacts	Funding Source	APS 5





## Family Engagement Goal(s):

Increase outreach efforts to Hispanic community

Increase participation in parent conferences

Action Step	Person/Position Responsible	Timeline of Implementation	Evidence and Artifacts	APS 5
Minimum of two parent-teacher conferences.	Teacher to schedule APs to monitor	First contact – within 10 days; One conference in fall One conference in spring	Meeting minutes Calendar dates Student artifacts	Data Personalized Learning
Pilot academic celebrations, hosted by homeroom teachers at least one teacher per grade level	Grade Level Teams	Three grade level celebrations first semester Three grade level celebrations second semester	Parent Sign in at Front Desk	Curriculum & Instruction
Hire part-time bilingual parent liaison	Waller	Hire first semester	Budget	Whole Child
Host community events at Central Village to register email address and verify contact information	Admin Team Parent Liaison Social Worker	Fall, Winter, Spring	Photos Sign-in sheets	Whole Child
Publish school event calendar from beginning of the year	Waller & Bowsher	August 2022	Posting Social media	
Host meetings and IB info sessions for PTA neighborhood captains	Waller & Hulsing	Fall, Winter, Spring	Sign-in sheets	Signature Programming
More consistent weekly newsletters and Facebooks posts in Spanish	Classroom Teachers Parent Liaison	August - May	posting	Whole Child

## Quarterly Continuous Improvement Check-In

School Name: E. Rivers	Associate Superintendent:	
Continuous Improvement Plan Goal #1: <b>Structure PLCs for greater efficiency and instructional intentionality</b>		
Completed Action Steps	Evidence of Completed Actions Steps (Implementation or Student/Teacher progress data)	Artifacts available
<b>90 minutes of common planning time in master schedule</b>		Daily schedule
2. data meetings after test administration	PLC agenda	
3.		
Summary of next steps and district support needed to continue progress:		
Action Steps in Progress	Anticipated Date of Completion	Necessary Resources to Complete Step
1. year-long training for grade-level chairs about PLC facilitation	April	Substitutes on training day
2. observe PLCs meetings and provide coaching for PLC chairs	April	
3. schedule meetings three times a month for IB integration by special teachers	May	
Summary of next steps and district support needed to complete action steps currently in progress:		
Pending Action Steps	Anticipated Start Date	Necessary Resources to Begin/Complete Step
IB Training for principal on leading and managing teams	October 28	
Summary of next steps and district support needed to start action steps:		

## Quarterly Continuous Improvement Check-In

School Name: E. Rivers	Associate Superintendent:	
Continuous Improvement Plan Goal #2: plan for differentiated small groups in both reading and math		
Completed Action Steps	Evidence of Completed Actions Steps (Implementation or Student/Teacher progress data)	Artifacts available
1.		
2.		
3.		
Summary of next steps and district support needed to continue progress:		
Action Steps in Progress	Anticipated Date of Completion	Necessary Resources to Complete Step
1. small-group action plans for math differentiation	May	
2. training for guided reading for teachers		Training during C&I Team
3. observe classrooms to focus on small groups	May	Modify Google Doc
Summary of next steps and district support needed to complete action steps currently in progress:		
Pending Action Steps	Anticipated Start Date	Necessary Resources to Begin/Complete Step
Complete Choice Boards of extensions for each IB planner	December	Schedule for two support teachers
Small group action plans for ESOL and SpEd students	November	Time for planning
Summary of next steps and district support needed to start action steps:		

## Quarterly Continuous Improvement Check-In

School Name: E. Rivers	Associate Superintendent:	
Continuous Improvement Plan Goal #3: involve students in goal setting and parent conferences		
Completed Action Steps	Evidence of Completed Actions Steps (Implementation or Student /Teacher progress data)	Artifacts available
1.		
2.		
3.		
Summary of next steps and district support needed to continue progress:		
Action Steps in Progress	Anticipated Date of Completion	Necessary Resources to Complete Step
Two conferences per student each year	May	Zoom links and schedule
Goal setting for students following MAP administration	March	Kid-friendly resources
Use individual folders to track performance on grade level assessments	May	Folders and data
Summary of next steps and district support needed to complete action steps currently in progress:		
Pending Action Steps	Anticipated Start Date	Necessary Resources to Begin/Complete Step
Student incentives for meeting MAP goals each semester	December	
Summary of next steps and district support needed to start action steps:		

# Strategic Plan Progress



# E. Rivers Elementary School (North Atlanta Cluster) 2022-23 Strategic Plan

## District Mission & Vision

With a caring culture of equity, trust and collaboration, every student will graduate ready for college, career, and life.

A high-performing school district where students love to learn, educators inspire, families engage, and the community trusts the system

## Cluster Mission & Vision

To implement IB with depth and fidelity in order to develop inquiring, knowledgeable and caring young people who will graduate ready for college and career.

A high-performing cluster where students, educators and families work together to create a better and more peaceful world through intercultural understanding and respect.

## School Mission & Vision

By providing a rigorous, inquiry-based education, the E. Rivers' family develops confident, engaged learners, inspiring them to be respectful & compassionate citizens of the world

To build acceptance and confidence through collaboration and inquiry where all students thrive in a respectful environment

## Signature Program: International Baccalaureate School Strategies

## School Priorities

## Key Performance Measures



Academic Program

1. Improve student mastery of literacy and math
2. Provide rigor to all students
3. Extend focus on bi-literacy through the implementation of dual language immersion and world languages program

- 1A. Provide remediation and acceleration as indicated by data (i.e., in classrooms & during WIN block)
- 1B. Implement O-G methodology using Foundations resources through third grade
- 1C. Administer MAP as growth measure and progress monitoring tool
- 1D. Implement Lucy Calkins Units of Study for reading and writing and Great Minds Eureka for math
- 1E. use small-group instruction to provide differentiated tasks
- 1F. Provide for low teacher-student ratios
- 2A. Implement IB framework through aligned units of inquiry that are rigorous, real-world interdisciplinary projects and units
- 2B. Utilize flexible learning tools, technology integration, and targeted instruction to personalize learning
- 2C. Implement WIN block using HMH programs & Edgenuity for intervention and talent development for enrichment
- 2D. Administrator/coaching walkthroughs and feedback on rigor and relevance
- 2E. Modify Eureka math to focus on math standards and district pacing guides; review new math standards
- 2F. Intentional focus on student reading levels and use of resources and text at appropriate level of challenge
- 2G. Revise SST process and personnel to ensure students receive supportive instruction
- 3A. Expand and support of DLI program (to include for support and push-in personnel and through monitoring and curriculum development)

- Increase % of students scoring at Proficient or Distinguished in Reading/ELA and Math in Milestones



Talent Management

4. Build teacher capacity in literacy and math
5. Expand teacher collaboration opportunities
6. Retain and develop highly qualified teachers and staff for traditional, DLI, and support classes

- 4A. Provide targeted professional learning opportunities focused on IB, DLI, gifted endorsements, GA Standards, OG, Eureka, LC Units of Study
- 4B. Fund School Business Manager and half-time AP so admin can lead instruction, support students, and develop talent.
- 4C. Increase the number of teachers with gifted and/or ESOL endorsements
- 4D. Fund Master Teachers and IB Coordinator to provide job-embedded coaching & support
- 5A. Implement intentional vertical and horizontal alignment collaboration opportunities (PLCs, Strategy Shares, and C&I Teams)
- 5B. Allow for 90 minutes of common planning weekly in master schedule
- 6A. Adhere to district timelines and protocols for hiring practices
- 6B. Host student teachers when possible
- 6C. Expand and stipend teacher leadership opportunities

- Increase the % of students who meet or exceed typical growth on MAP Reading & Math
- Increase % of English Learner students moving performance bands on ACCESS annually



Systems & Resources

7. Build systems, resources to support Cluster Plan and IB PYP implementation

- 7A. Provide time in summer for teachers to revise IB unit planners
- 7B. Provide teacher training on PYP and IB Standards & Practices
- 7C. Utilize Visible Thinking strategies to teach for understanding and strengthen IB implementation

- ≥70% of students will meet or exceed targeted Lexile level [i.e., ≥ than 650 (Third Grade), 750 (Fourth Grade), 850 (Fifth Grade) on the GMA]



Culture

8. Foster a positive, informed and engaged school culture
9. Inform and engage the school community

- 8A. Implement Social/Emotional Learning and develop communication/ leadership skills of staff and students
- 8B. Incentivize positive student behavior and attendance
- 8C. Embrace Restorative Practices for student mediation
- 9A. Build community awareness, knowledge and support of IB and other instructional initiatives (LC Units of Study, DLI and share through parent workshops and communication tools
- 9B. Provide translation and support services for ESOL families
- 9C. Utilize weekly communication systems to inform parents and stakeholders
- 9D. Fund part-time, bilingual parent liaison
- 9E. Utilize parent conferences to share student data and build positive parent-teacher relationships

# Activity & Discussion

Review the priorities and goals in your **strategic plan** and reflect on if the expected progress is being made. These guiding questions will help you determine what, if any, updates are needed for your school's strategic plan.

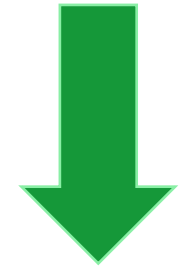
Are all CIP Goals reflected in our Strategic Plan Priorities? If not, which CIP Goal(s) are missing and should be added to the Strategic Plan?

What progress has been made towards the priorities identified in our Strategic Plan? What evidence/data do we have?

Are there any other adjustments we need to make to the Strategic Plan?

# Be prepared for our next meeting:

At our **NEXT** meeting



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*Questions?*

*Wonderings?*

*Comments?*

